

<b>CTGE 5534-L04</b> <b>Beginning Reading and Writing in Inclusive Classrooms</b> <b>Fall Semester - 2013</b> <b>Instructor - Andrew Fletcher</b>	<b>Information Sheet -</b> <b>Assessment -</b> <b>Letter to the Parent/Guardian of</b> <b>an Emergent or Beginning Reader</b>
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**Details:**

Purpose	The purpose of this assignment is for students to be able to demonstrate their current knowledge base as related to the components of early reading, student assessment, and instructional planning. This demonstration will occur via the analysis of various student assessments administered to a focus student over the course of the semester along with the creation of an informal written document summarizing that assessment and laying forth recommendations for subsequent needed instruction.
Syllabus Description	“Use various tools to assess your focus student’s literacy skills. Then make sense of and interpret the data culminating in a letter to the school/parent/guardian of the child. The letter may or may not be sent in actuality.”
Value	This assessment is worth 20 points.
Formal Introduction of the Assessment	Week 10 – November 14th
Due Date	Week 15 – December 19th
Grading:	The grading for this assignment will be based on the provided rubric.

**General Directions/Overview of the Assessment:**

Over the course of the semester, you have worked with one focus student to conduct various assessments. You have been interpreting the data to make informed curricular/instructional recommendations to meet the child’s literacy needs. Your final product for this course will be a letter in which you present your student to the parent/teacher/guardian/school. Your challenge will be to write in a professional and informative manner. You must also find a way to explain language and literacy terms in layman’s language, so that the information is accessible to parents/guardians without your knowledge base.

**Other Considerations:**

- Use the accompanying template file to complete the letter assignment.
- Your letter will most likely be about six pages in length. It cannot exceed eight pages.
- Proofread your paper to ensure that it is cohesive and easy-to-follow.
- See the course syllabus for further details regarding the submission of work and APA style.
- You should hand in your work in the following order (use a binder clip only): Letter, “Focus Student Summary,” various assessments, and a blank copy of the assignment rubric.